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## ABSTRACT

A survey was conducted among 164 affluent women over thirty and attending an extension campus of Pierce Community College (California) to determine their educational aims and social values in comparison to national norms for part-time women students. In terms of degree-orientation and occupational aspiration, 61.7% of respondents were degree-seeking compared to 66.3% of the norm group, with 71.3% of respondents under fifty expecting to obtain a degree; of those respondents listing their career choice, 20.2% chose homemaking, compared to 4.9% of the norm; 86.4% of respondents placed prime importance in choosing a career upon personal interest in a career field. In terms of traditional values, 89.5% of respondents were married compared to 79.1% of norm group; 41.4% of respondents listed raising a family as very important compared to 31.1% of the norm; 56% of respondents objected to having sex after a short acquaintance compared to 75% of the norm; 66% of respondents rejected more lenient marijuana legislation compared to 77% of the norm. In terms of spouse approval and home responsibilities, both groups were equally concerned about these issues. Respondents generally had a high self-image and ranked their personal characteristics 15 to 25 percentage points above the norm group. Statistical data and the survey instrument are appended. (LH)

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A Study of the  
Mature, Affluent Woman Student  
in  
The Community College

M. Ruth Truman  
Winter, 1975, UCLA

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## INTRODUCTION

### Purpose of the Study

In many educational studies, regardless of the level of education being studied, a key variable appears to be socio-economic status (SES). Rossi has demonstrated that the typical woman returning to college after a significant break tended to have a professional husband and high SES (p. 104). Thus the middle-class woman has become the predominant focus of returning women studies.

Little is known, however, about the upper-middle and upper class women who return to school although they have no apparent need of finances for career impetus, and they enjoy a high level of status through their husband's position. This position could act as a deterrent to educational endeavors, since they are often expected to participate in the husband's career as a hostess for clientele and business colleagues, and to maintain contacts in correct women's groups and social circles to help preserve his professional image.

This study asks the question: do mature women of a high SES who enroll in undergraduate education have different educational aims and social values than mature women in general in undergraduate education?

### Review of the Literature

Interest in the returning woman in higher education began in 1957 with a conference sponsored by the American Council of Education which was summarized in The Education of Women--Signs For the Future (David, 1969). This marked the beginning of a growing awareness of the human potential being lost to the nation by capable female students not going on to college and the resultant loss of female participation in all levels of society. Studies were consequently begun by the federal government's National Manpower Council (1957-62) which encouraged educational institutions to develop special programs to be sure that "education is available to mature women at suitable times and places in a manner appropriate for adult experience and patterns of life." (U.S. Dept. of Labor, Women's Bureau 1963b:51)

Numerous centers for women have since opened, beginning with the Minnesota Plan in 1960 which brought together services and instruction for women of all ages (Rossi, p. 98). Other centers developed at such campuses as the University of Michigan, the University of Wisconsin, Claremont Colleges, etc. Research based on these centers defines the profile of the returning woman. In 1965 the typical woman coming to the Michigan center was thirty-seven years old, white, married, living in the area, with a professional or student husband, two or three children, and some college training, who wanted to prepare for employment (p. 104). Today at that center the woman is younger, more likely to be single, divorced, or widowed, and has fewer children. She more often needs money to finance her education and is more likely to be employed. In other words, there has been a shift away from the wife of the education husband to the career-needy woman at the Michigan center.

The evaluation of ten years at Sarah Lawrence College in New York state indicated that the use of center services is tied to geographical location of the client in relation to the center. Although very like the 1965 woman of the University of Michigan, the current woman is closer to thirty than to forty (Richter and Whipple, p. 13). One noted change is that younger women are coming to school in their early thirties according to a life-plan to marry young and have children while the husband finishes his degree, then to pursue academic studies as the children begin school (p. 34).

In a recent study by Dr. Helen Astin of UCLA, the returning woman appears to have changed little, the average being over thirty five years of age, with 32% reporting a family income of \$30,000 or more. She further defines this woman through parent education: 18% of mothers and 22% of fathers were college graduates. Seventy-seven percent are married (Astin, p. 5).

For purposes of this study, the returning woman was defined as enrolled in undergraduate education and over thirty years of age. Socio-economic status was determined by that of the community in which they lived.

## Hypotheses Statements and Rationale

This study attempted to demonstrate the following:

1. High SES college women will put emphasis on self-enrichment rather than degree-orientation, while college women in general will be more degree oriented.
2. High SES college women will put greater emphasis on traditional values, including political conservatism, than college women in general.
3. High SES college women will be more concerned with spouse approval and home responsibilities than ability to perform required study.

## METHODOLOGY

### Subjects

The women studied were all respondents over thirty years of age who were enrolled in an extension campus of Pierce Community College. A two-year public institution, it offers a representative junior college curriculum, and is in its first year of operation within the bounds of Westlake Village, California. Total enrollment at the campus in January, 1975, was 1130, with women comprising about 60% of the student body.

The income range of the community is \$15,000 to \$200,000, with a median of \$30,000 (Westlake Development Company, 1973). The homes range in price from a low of \$40,000 for a condominium to an upper figure in excess of \$150,000. The male population typically has at least an M. A. degree, and is employed at top levels of management, research, and business development. In addition, there are a significant number of airline pilots, and professionals from the sports and entertainment industries. Length of residence in the community in 1973 was two years and seven months.

### Survey Design

The survey tool used was a questionnaire drawn from the Cooperative Institutional Research Program of the American Council on Education for the American College Freshman. Questions 1, 3, 4, 7,

8, 10, 11, 15, 16, 23, 24, 25, 26, 28, 29, and 31 were used. In addition, two questions/<sup>were included</sup> dealing with the length of time the respondent had been away from academic study and the fears experienced on returning.

A comparison group of two-year college women was established by drawing all respondents over thirty from the National Freshman Norms of the CIRP for 1974. Since all but eight of the women in this study were part-time students, the national norms for part-time women were used.

All students enrolled in the extension campus were asked to answer the questionnaire, either in class or at home according to the instructor's discretion. A return of 445 or 39% was realized of which 164 were women over thirty. These were selected for analysis.

Results were tallied and translated into percentages for comparison with national survey percentages. Since not all respondents answered every question, each question was calculated separately so that even though the individual question N varied from 158 to 164 (exceptions are noted), the percentages remained constant.

## RESULTS OF THE STUDY

Of the 164 subjects, 81% were between 31 and 50 years of age, with the median age being 36, and 89.5% were married. For purposes of special comparisons to be discussed later, the women were divided into age groupings, revealing that the women 31 to 35 comprised 33.5% of all subjects, 36-40 were 22.5%, 41 to 50 represented 25%, 51 to 65 another 17.6%, and 1.2% were over 65. Graduation from high school was naturally spread on the same time continuum from 1930 through the late 1960's. Only 1.2% had taken the GED as compared with 12.8% of the national norm group. Also 3.2% had never graduated, while 7.7% of the norm group had not completed high school. Further, 88.5% of the subjects had taken college or vocational course work previously as compared with 38.4% of the norm group.

The women generally had a high self-image. Seventy-six percent classified themselves as above-average or in the top 10% in understanding of others compared to a national norm of 58.2%. Personal characteristics for high SES women including the drive to achieve, self-confidence in social and intellectual situations, originality, and personal attractiveness all ranked 15 to 25 percentage points above the norm group. In no personal characteristic

did a majority of women see themselves as below average, which was not true of the national sample.

The income level was a clear definition of high SES. In the norm group 75.1% declared incomes below \$15,000, while the study group placed 74% between \$15,000 and \$49,000 with another 10.6% above \$50,000. Of the 15.3% below \$15,000, all but one were identifiable as retired and listed only their pension income.

Hypothesis One stated that high SES women would be less degree-oriented than (two-year) college women in general. At first glance this appears to be true. Thirty-eight percent of the subjects were not expecting to obtain a degree, while only 22.8% of the norm group did not plan degree attainment. However, 37% of all non-degree women were over 50, an age at which seeking a degree might be considered an unrealistic goal. If these women are removed from the sample on this question, only a slight difference exists between the subjects and the norm group, 29.7% vs. 22.8% respectively. Since there is no way of knowing the age variation of women over thirty in the national sample, however, this is supposition.

Within the subjects' age groups, a distinct pattern emerges, seen in Table One (p. 6). Overall, 61.7% of the women are degree-seeking, as compared with 66.3% of the norm group, but the trend in Table One suggests that of the women under fifty, 71.3% expect to obtain a degree. For divisions of graduate, B. A., and A. A. expectations, see Table Two (p. 7).

Other factors concerned with degree attainment can be found under occupational aspirations. Fifteen women did not answer this question, which may indicate that they have no job interest. Of those who did, 20.2% listed their career choice as homemakers, compared with 4.9% of the norm group. Another 15% listed themselves as undecided, which may mean either that they do not know if they want to go to work or that they need counseling in career choices. Of the 79.8% responding in career direction other than homemaker, the groupings were significantly higher than the norm group in the following areas: business, 17.4% vs. 8.9%; artist or designer, 7.8% vs. 1.9%. Conversely, while 21.6% of the norm group chose nursing, only 8.4% of the subjects indicated this choice. There were also slightly less affluent women aspiring to be teachers, psychologists and social workers than the national norm, perhaps indicating a greater awareness of present job conditions.

TABLE ONE

## Elimination of Age in Degree Choice

| Age        | Total N | No Degree |      | Degree |      |
|------------|---------|-----------|------|--------|------|
|            |         | N         | %    | N      | %    |
| 31-65      | 159     | 51        | 32.1 | 108    | 67.9 |
| 31-50      | 128     | 28        | 21.9 | 100    | 78.1 |
| 31-40      | 90      | 13        | 14.4 | 77     | 85.6 |
| 31-35      | 53      | 2         | 3.8  | 51     | 96.2 |
| No answers | 5       |           |      |        |      |

TABLE TWO  
Degree Choice by Age \*

| Degree    | N   | 31-35 | 36-40 | 41-50 | 51-65+ |
|-----------|-----|-------|-------|-------|--------|
| None      | 51  | 3.8   | 29.7  | 39.5  | 74.2   |
| A. A.     | 38  | 37.7  | 21.6  | 15.7  | 12.9   |
| B. A.     | 53  | 37.7  | 40.5  | 39.5  | 9.7    |
| M. A.     | 16  | 18.9  | 8.1   | 5.3   | 3.2    |
| Ph. D.    | 1   | 1.8   |       |       |        |
| No answer | 5   |       |       |       |        |
| Totals    | 164 | 99.9  | 99.9  | 100.0 | 100.0  |

The question dealing with factors of importance in choosing a career revealed that thirty women did not answer, perhaps because they do not choose to have a career. Of those who did, prime importance was attached to personal interest in the field (86.4%), followed by being able to work with people (67.7%), and personal independence (57.18%). Prestige was unimportant perhaps because these women have a great deal of prestige through their husband's occupations. It was more important for them to avoid job pressures than the national norms (23% vs. 18.7%), but it is notable that neither group of women reported a high degree of concern about handling occupational pressure, contrary to what is generally assumed about women.

Overall, it does appear that in the non-seeking of degrees, the career choice of homemaker, and the absence of dealing with career objectives, the subjects tend to support Hypothesis One. Removing the older group from the homemakers still leaves 15.8% committed to that role, far above the 4.9% of the national norms. On the other hand, a majority of women under fifty are seeking degrees and planning careers based on that attainment.

Hypothesis Two states that high SES college women will put greater emphasis on traditional values, including political conservatism, than women in general. Using marriage as a traditional indicator here, 89.5% of the subjects were married, as against 79.1% of the norm group. Of those not married 23% were over fifty-one years of age and could perhaps be widowed. In addition to being married, 41.4% listed raising a family as very important to them as compared with 31.1% of the norm group. The affluent women strongly identified with their own generation and their community, and people of their own sex were also noted as very important, whereas college women in general showed no particular identification with any group.

In declaration of political position, both groups were approximately the same, but not in the expression of values that indicate that position. Affluent women favored an absence of government control, but placed a strong emphasis on law and order. They endorsed the maintenance of the status quo in such things as retaining college grades, not giving preferential treatment to disadvantaged persons in college admissions, and wages established according to the level of expertise involved.

However, in the area of sexual morals there was a more liberal viewpoint from subjects than the norm group. Seventy-five percent of the norm group felt people should not have sex after a short acquaintance, but only 56% of affluent women objected. Likewise, high SES women took a softer stance on marijuana legislation with a rejection rate of 66% compared to a national rejection of 77%.

It appears that where government is concerned the attitude is conservative and the emphasis on family and marriage is still traditional, but the attitudes toward sex and marijuana, or cultural mores, are beginning to change. With the exception of these two items, however, the subjects were clearly more conservative than the national norm group.

To find out if the change in attitude toward social customs was apparent between generations, the women in the 31-35 category were compared with women fifty-one and older on five questions. The results are shown in Table Three (p. 10). There is a clear movement toward liberal views concerning sex, the woman's role, and the use of marijuana by the younger group of affluent women. No comparison data was available for the national norm group.

Hypothesis Three asserts that high SES college women will be more concerned with spouse approval and home responsibilities than ability to perform required study. Here it should be noted that the study by Astin showed that returning women were most concerned with the pressure created by family obligations, balancing responsibilities, finding enough time, and having sufficient physical energy (Astin, p. 8). One hundred thirty-three women indicated a break of more than a year from education, with the majority (66.9%) having been removed eight years or more. These women cited interference with work or family as their first concern in returning to school, closely followed by the ability to keep up scholastically. Throughout the statistics, however, is the strong sense of homemaker and family, with another concept running counter to it. Ninety-four percent said that women should receive equal pay and opportunity in work. Seventy-three percent felt that women's activities should not necessarily be confined to the home. Table Three indicates that if women over fifty had been omitted from this question, the result would be much stronger, since this age group made up 58% of the total who felt women should be in the home.

Hypothesis Three appears to be invalid, since subjects were

TABLE THREE  
Values Between Age Groups

| <u>Sex Attitudes</u>                         | 31-35    |                          | 51-65+   |                          |
|----------------------------------------------|----------|--------------------------|----------|--------------------------|
|                                              | Disagree | Agree                    | Disagree | Agree                    |
| Couple should live together before marriage  | 45.3     | 54.7<br>(52% of total A) | 70.9     | 29.0                     |
| Alright to have sex after short acquaintance | 40.0     | 60.0<br>(47% of total A) | 65.5     | 34.5                     |
| <u>Role of Women</u>                         |          |                          |          |                          |
| Women's activities should be in the home     | 92.3     | 7.7                      | 65.3     | 34.6<br>(58% of total A) |
| Women should receive equal pay & opportunity | 3.9      | 96.1                     | 3.4      | 96.6                     |
| <u>Marijuana</u>                             |          |                          |          |                          |
| Marijuana should be legalized.               | 55.8     | 44.2<br>(42% of total A) | 86.7     | 14.3                     |

equally concerned about home and study, although the greater tendency is in the direction hypothesized.

## CONCLUSIONS

While self-enrichment is important to a larger percentage of the affluent women in the study than to the national norm group, it must be noted that the majority are directed toward a degree and probably a career. Certainly the younger the woman the more likely is she to seek a degree. Of the youngest group studied (31-35), 96.2% expect to obtain a degree. The high self-image, drive to achieve, and importance of career independence suggests a highly motivated woman, stubborn enough to succeed.

It must be noted that this is a small sample of affluent women, all of whom are enrolled in a two-year campus. Whether they are like affluent women who enroll in four-year institutions is unknown. The influence of the satellite campus is also an unknown. Its presence in their community may be the impetus for their returning to education, whereas if they were forced to travel to a more distant place their resolve might not be so sharply focused.

With these limitations in mind, however, if the picture that emerges is true for other affluent women in college, the outcome could create significant changes in career and family structure in this social grouping, leading to an increase of two-career families and the refusal of the role businesses often thrust on the executive's wife. Additionally, the wife could refuse to move at the company's demand in order to complete her education and/or continue her career. Such actions could have adverse effects on family structure, especially when one considers that the strong emphasis on family is at juxtaposition with the personal determination. For many such women it will undoubtedly force a decision between family and career, and for others it will mean the changing of roles of members within the family unit.

The study suggests that the affluent woman, in her desire for a degree and career, is moving in a new direction for women that is yearly on the increase. As these women become the role models for their daughters and granddaughters and for their peers, the nation will no longer lack the benefit of one-half of its population as women begin to take their rightful place in society.

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**STATISTICAL APPENDIX**

## APPENDIX

Statistics are arranged in order of questions in the CIRP Questionnaire.

Where national norms are available they are also quoted, preceded by NATL.

1. Female - 100%
3. 31-55: N 55, 33.5%  
36-40: N 37, 22.5%  
41-50: N 41, 25.%  
51-65: N 29, 17.6%  
65+: N 2, 1.2%
4. Before 1971: N 163, 95.4%. NATL 74.8%  
GED: N 2, 1.2%. NATL 12.8%  
No grad: N 5, 3.2%. NATL 7.7%
7. A: N 11, 6.8%. NATL 3.4%  
A-: N 17, 10.6%. NATL 5.4%  
B+: N 22, 13.75%. NATL 14.4%  
B: N 52, 32.5%. NATL 26.9%  
B-: N 22, 13.6%. NATL 12.9%  
C+: N 28, 17.5%. NATL 16.5%  
C: N 7, 4.4%. NATL 19.4%  
D: N 1, .6%. NATL 1.1%
8. Full-time: N 8, 4.9%  
Part-time: N 156, 95.1%. NATL 100%
10. No: N 51, 32.1%. NATL 22.8%  
A. A.: N 30, 18.9%. NATL 21.8%  
B. A.: N 53, 33.3%. NATL 37.1%  
M. A.: N 16, 10.1%. NATL 11.9%  
Ph. D.: N 1, .6%. NATL 1.4%  
Other: N 8, 5.%. NATL 4.1% (Grouped with A.A. degree on Table Two)

15. \$1500-\$10,000: N 11, 8.39%. NATL 48.7%  
 \$10,100-\$14,900: N 9, 6.9%. NATL 27.4%  
 \$15,000- 24,000: N 44, 33.6%. NATL 20.4%  
 \$25,000-\$34,000: N 38, 29.%. NATL 3.3%  
 \$35,000-\$49,000: N 15, 11.5%. NATL 1.1%  
 \$50,000+: 14, 10.7%. NATL 1.1%

- |                                             | <u>Father</u>           | <u>Mother</u> |
|---------------------------------------------|-------------------------|---------------|
| 16. Grammar school: N 40, 25.%. NATL 44.6%  | N 32, 20.3%. NATL 37.7% |               |
| Some high school: N 27, 16.9%. NATL 25.4%   | N 24, 15.2%. NATL 27.7% |               |
| High school grad: N 36, 11.1%. NATL 19.1%   | N 53, 33.5%. NATL 26.%  |               |
| Technical, vocational: N 11, 6.8%. NATL 1.% | N 5, 3.2%. NATL 2.1%    |               |
| Some college: N 21, 13.1%. NATL 6.1%        | N 26, 16.5%. NATL 2.9%  |               |
| College degree: N 17, 10.6%. NATL 2.4%      | N 16, 10.1%. NATL 2.9%  |               |
| Some grad school: N 2, 1.3%. NATL .2%       | N 0                     |               |
| Grad degree: N 6, 3.8%. NATL 1.4%           | N 2, 1.3%. NATL .2%     |               |

23. Married: N 146, 89.6%. NATL 79.1%  
 Engaged: N 0 NATL .9%  
 Seeing one: N 4, 2.5%. NATL 7.4%  
 See several: N 3, 1.8%. NATL 3.9%  
 Not dating: N 5, 6.1%. NATL 8.6%

| 24. Identify with: |      | Strongest            | Strongly             | Moderate             | Least                |
|--------------------|------|----------------------|----------------------|----------------------|----------------------|
| Community          | NATL | N 36, 23.2%<br>13.7% | N 59, 38.1%<br>18.9% | N 38, 24.5%<br>52.3% | N 22, 14.2%<br>15.7% |
| Religion           | NATL | N 22, 14.6%<br>8.8%  | N 37, 24.5%<br>22.8% | N 33, 21.9%<br>47.6% | N 59, 39.1%<br>21.3% |
| Sex                | NATL | N 15, 10.1%<br>3.7%  | N 74, 49.7%<br>26.9% | N 45, 30.2%<br>60.7% | N 15, 10.4%<br>8.7%  |
| Race               | NATL | N 29, 19.3%<br>11.0% | N 40, 26.7%<br>29.2% | N 51, 34.4%<br>51.4% | N 30, 20.4%<br>8.5%  |
| Generation         | NATL | N 40, 25.0%<br>12.1% | N 58, 36.3%<br>28.6% | N 42, 26.3%<br>52.3% | N 20, 12.5%<br>6.9%  |

| 25. Personal Traits   |      | High 10% |      | Above Av. |      | Average |      | Below Av. |      |
|-----------------------|------|----------|------|-----------|------|---------|------|-----------|------|
|                       |      | N        | %    | N         | %    | N       | %    | N         | %    |
| Academic              | NATL | N 23,    | 14.1 | N 74,     | 45.4 | N 63,   | 38.7 | N 3,      | 1.8  |
|                       |      |          | 1.1  |           | 17.1 |         | 75.8 |           | 5.9  |
| Athletic              | NATL | 14,      | 8.5  | 42,       | 25.7 | 65,     | 39.6 | 43,       | 26.2 |
|                       |      |          | .7   |           | 8.1  |         | 50.3 |           | 40.9 |
| Artistic              | NATL | 21,      | 13.0 | 50,       | 30.9 | 53,     | 32.7 | 38,       | 23.5 |
|                       |      |          | 1.4  |           | 12.9 |         | 37.8 |           | 48.0 |
| Achievement           | NATL | 32,      | 19.5 | 74,       | 45.1 | 47,     | 28.7 | 11,       | 6.7  |
|                       |      |          | 12.3 |           | 42.6 |         | 42.1 |           | 2.9  |
| Leadership            | NATL | 15,      | 9.1  | 62,       | 37.8 | 65,     | 39.6 | 22,       | 13.4 |
|                       |      |          | 3.9  |           | 22.9 |         | 55.7 |           | 17.6 |
| Mathematics           | NATL | 8,       | 3.7  | 39,       | 24.0 | 74,     | 45.7 | 43,       | 26.5 |
|                       |      |          | 1.2  |           | 8.3  |         | 49.5 |           | 41.0 |
| Originality           | NATL | 24,      | 15.3 | 70,       | 44.6 | 51,     | 32.5 | 12,       | 7.6  |
|                       |      |          | 2.6  |           | 15.1 |         | 68.0 |           | 14.4 |
| Attractiveness        | NATL | 11,      | 6.7  | 80,       | 48.5 | 66,     | 40.0 | 8,        | 4.8  |
|                       |      |          | 1.6  |           | 14.0 |         | 78.8 |           | 5.6  |
| Intellect             | NATL | 18,      | 11.0 | 75,       | 45.7 | 59,     | 36.0 | 12,       | 7.3  |
|                       |      |          | 2.7  |           | 19.1 |         | 64.1 |           | 14.1 |
| Social Confidence     | NATL | 25,      | 15.5 | 76,       | 47.2 | 55,     | 34.2 | 5,        | 3.1  |
|                       |      |          | 2.5  |           | 23.4 |         | 64.1 |           | 10.0 |
| Understanding others  | NATL | 52,      | 32.3 | 71,       | 44.1 | 32,     | 19.9 | 6,        | 3.7  |
|                       |      |          | 11.1 |           | 47.2 |         | 40.6 |           | 1.2  |
| Writing               | NATL | 16,      | 9.8  | 58,       | 35.6 | 59,     | 36.1 | 30,       | 18.4 |
|                       |      |          | 1.6  |           | 14.1 |         | 64.2 |           | 20.0 |
| Criticism sensitivity | NATL | 19,      | 11.7 | 43,       | 26.4 | 75,     | 46.0 | 26,       | 15.6 |
|                       |      |          | 2.1  |           | 16.9 |         | 68.4 |           | 12.6 |
| Stubbornness          | NATL | 22,      | 13.6 | 54,       | 33.3 | 62,     | 38.0 | 24,       | 14.8 |
|                       |      |          | 3.3  |           | 23.8 |         | 55.2 |           | 17.7 |
| Public Speaking       | NATL | 10,      | 6.1  | 29,       | 17.8 | 62,     | 38.0 | 62,       | 38.0 |
|                       |      |          | 1.4  |           | 9.0  |         | 41.6 |           | 48.0 |
| Mechanical            | NATL | 9,       | 5.6  | 33,       | 20.5 | 57,     | 35.4 | 62,       | 38.5 |
|                       |      |          | 1.0  |           | 6.0  |         | 40.9 |           | 52.1 |

|              |          |         |
|--------------|----------|---------|
| 26. Far Left | 0.0      | NATL .9 |
| Liberal      | 36, 25.8 | 26.7    |
| Middle       | 64, 46.0 | 47.7    |
| Conservative | 38, 27.3 | 24.0    |
| Far Right    | 1, .7    | .7      |

| 27. Business occupations | <u>Mother</u> |      |      | <u>Father</u> |      |      | <u>Student</u> |      |      |
|--------------------------|---------------|------|------|---------------|------|------|----------------|------|------|
|                          | N             | %    | NATL | N             | %    | NATL | N              | %    | NATL |
|                          | 16            | 10.3 | 4.6  | 47            | 30.9 | 7.3  | 27             | 17.6 | 8.9  |
| Engineer                 | 0             |      |      | 9             | 5.9  | 2.4  | 0              |      |      |
| Clerical Worker          | 10            | 6.4  | 7.4  | 3             | 2.0  | .9   | 8              | 5.2  | 14.0 |
| Factory Worker           | 2             | 1.3  | 5.7  | 6             | 3.9  | 5.9  | 0              |      | .5   |
| Firemaker                | 95            | 60.8 | 50.7 | 0             |      | 1.5  | 31             | 20.2 | 4.9  |
| Nurse                    | 3             | 1.9  | 4.6  | 0             |      | .3   | 13             | 8.4  | 21.6 |
| Other                    | 25            | 16.1 | 26.7 | 81            | 53.3 | 80.8 | 51             | 33.3 | 59.6 |
| Undecided                | 4             | 2.6  | .3   | 6             | 3.9  | .9   | 23             | 15.0 | 9.7  |

| 28. Career Choice Values | <u>Very</u> |      |      | <u>Some</u> |      |      | <u>Not</u> |      |      |
|--------------------------|-------------|------|------|-------------|------|------|------------|------|------|
|                          | N           | %    | NATL | N           | %    | NATL | N          | %    | NATL |
| Job Openings             | 54          | 43.2 | 55.0 | 48          | 38.4 | 28.5 | 23         | 18.4 | 16.5 |
| Rapid Advancement        | 29          | 23.3 | 34.6 | 63          | 50.8 | 43.3 | 24         | 25.8 | 22.2 |
| High Earnings            | 47          | 37.3 | 40.4 | 64          | 50.7 | 43.5 | 15         | 11.9 | 16.1 |
| Prestige                 | 22          | 17.7 | 33.8 | 63          | 50.8 | 47.4 | 39         | 31.4 | 18.8 |
| Independence             | 74          | 57.8 | 41.4 | 47          | 36.7 | 43.5 | 7          | 5.4  | 15.0 |
| Progress                 | 68          | 51.1 | 54.0 | 49          | 36.8 | 37.6 | 16         | 12.0 | 8.4  |
| Societal Contribution    | 61          | 46.9 | 46.6 | 60          | 46.1 | 42.4 | 9          | 6.9  | 11.0 |
| Avoid Pressure           | 29          | 23.0 | 18.7 | 61          | 48.4 | 50.3 | 36         | 28.5 | 31.0 |
| Ideas                    | 55          | 44.7 | 41.1 | 55          | 44.7 | 48.2 | 13         | 10.5 | 10.8 |
| Help Others              | 67          | 53.6 | 65.3 | 53          | 42.2 | 31.1 | 5          | 4.0  | 3.5  |
| Work with people         | 84          | 67.7 | 74.4 | 34          | 27.4 | 22.8 | 6          | 4.8  | 2.8  |
| Interest                 | 108         | 86.4 | 58.2 | 13          | 10.4 | 37.1 | 4          | 3.2  | 4.7  |

29. Societal Views - Last word of statement is used as item identification.

|           | <u>Disagree Strongly</u> |      |      | <u>Disagree Some</u> |      |      | <u>Agree Some</u> |      |      | <u>Agree Strongly</u> |      |      |
|-----------|--------------------------|------|------|----------------------|------|------|-------------------|------|------|-----------------------|------|------|
|           | N                        | %    | NATL | N                    | %    | NATL | N                 | %    | NATL | N                     | %    | NATL |
| Pollution | 14                       | 9.0  | 1.7  | 32                   | 20.6 | 15.8 | 56                | 36.1 | 50.9 | 53                    | 34.1 | 31.6 |
| Services  | 8                        | 5.0  | 3.6  | 34                   | 21.2 | 16.4 | 56                | 35.0 | 38.6 | 62                    | 38.7 | 41.4 |
| Loans     | 28                       | 17.8 | 13.1 | 57                   | 36.3 | 24.8 | 53                | 33.7 | 34.1 | 19                    | 12.1 | 28.0 |
| Criminals | 17                       | 10.7 | 12.9 | 32                   | 20.2 | 20.7 | 54                | 34.1 | 32.1 | 55                    | 34.8 | 34.3 |
| Values    | 67                       | 43.2 | 39.4 | 47                   | 30.3 | 32.4 | 27                | 17.4 | 17.5 | 14                    | 9.0  | 10.7 |

## 29. continued - Societal views

|               | Disagree Strongly |      |      | Disagree Some |      |      | Agree Some |      |      | Agree Strongly |      |      |
|---------------|-------------------|------|------|---------------|------|------|------------|------|------|----------------|------|------|
|               | N                 | %    | NATL | N             | %    | NATL | N          | %    | NATL | N              | %    | NATL |
| Work          | 98                | 61.2 | 45.0 | 33            | 20.6 | 27.3 | 9          | 5.6  | 11.7 | 20             | 12.5 | 16.0 |
| Family        | 96                | 60.0 | 58.1 | 33            | 20.6 | 20.8 | 20         | 12.5 | 14.8 | 11             | 6.8  | 6.3  |
| Marry         | 56                | 36.8 | 55.0 | 40            | 26.3 | 17.8 | 33         | 21.7 | 21.2 | 23             | 15.1 | 6.1  |
| Families      | 23                | 14.5 | 17.1 | 33            | 20.8 | 21.7 | 54         | 34.1 | 33.7 | 48             | 30.3 | 27.6 |
| Time          | 49                | 31.2 | 52.1 | 39            | 24.6 | 22.9 | 44         | 27.8 | 20.6 | 26             | 16.4 | 4.4  |
| Positions     | 7                 | 4.4  | 4.5  | 3             | 1.8  | 3.1  | 16         | 10.1 | 7.8  | 132            | 83.5 | 84.7 |
| Now           | 15                | 9.4  | 6.7  | 20            | 12.6 | 8.3  | 40         | 25.3 | 26.9 | 83             | 52.5 | 58.1 |
| Legalized     | 84                | 53.5 | 60.9 | 20            | 12.7 | 16.5 | 34         | 21.6 | 12.9 | 19             | 12.1 | 9.7  |
| Outlawed      | 24                | 15.1 | 9.8  | 28            | 17.7 | 22.3 | 39         | 24.6 | 25.7 | 67             | 42.4 | 42.2 |
| Society       | 37                | 23.7 | 31.3 | 38            | 24.3 | 31.1 | 58         | 37.1 | 28.6 | 23             | 14.7 | 9.0  |
| Idealistic    | 26                | 16.4 | 10.6 | 43            | 27.2 | 25.5 | 59         | 37.3 | 41.0 | 30             | 18.9 | 22.9 |
| People        | 29                | 18.2 | 15.6 | 35            | 22.0 | 19.3 | 56         | 35.2 | 36.1 | 39             | 24.5 | 29.0 |
| Off Campus    | 83                | 52.5 | 50.5 | 35            | 22.0 | 27.2 | 26         | 16.3 | 13.9 | 15             | 9.4  | 8.4  |
| Evaluations   | 32                | 20.5 | 17.1 | 32            | 20.5 | 19.4 | 71         | 45.5 | 51.2 | 21             | 13.4 | 12.3 |
| Abolished     | 61                | 38.3 | 44.9 | 48            | 30.1 | 32.7 | 34         | 21.3 | 16.2 | 16             | 10.0 | 6.1  |
| De-emphasized | 33                | 21.0 | 22.6 | 53            | 33.7 | 38.8 | 48         | 30.5 | 27.3 | 23             | 14.6 | 11.3 |
| Officials     | 41                | 26.4 | 27.2 | 34            | 21.9 | 30.8 | 54         | 34.8 | 41.8 | 26             | 16.7 | 14.2 |
| Campus        | 46                | 28.9 | 22.9 | 32            | 20.1 | 24.2 | 48         | 30.1 | 32.2 | 33             | 20.7 | 20.6 |
| Admissions    | 72                | 45.0 | 28.5 | 39            | 24.3 | 33.0 | 36         | 22.5 | 29.7 | 13             | 8.1  | 8.8  |
| Campus        | 20                | 12.9 | 8.0  | 46            | 29.6 | 34.7 | 55         | 35.4 | 40.6 | 34             | 21.9 | 16.7 |
| Colleges      | 44                | 26.6 | 13.1 | 29            | 17.5 | 24.7 | 49         | 29.6 | 32.0 | 43             | 26.0 | 30.2 |
| Students      | 11                | 7.0  | 5.1  | 14            | 8.9  | 8.7  | 32         | 20.3 | 37.3 | 100            | 63.6 | 48.9 |

Extra Question: How many years since you last attended school (before Fall, 1974)?

One: N 8, 6.0%

Five: N 10, 7.5%

Two: N 12, 9.0%

Six: N 5, 3.8%

Three: N 4, 3.0%

Seven: N 3, 2.3%

Four: N 2, 1.5%

Eight: N 89, 66.9%

## 31. Personal Importance Values

|                | Essential |      |      | Very Important |      |      | Somewhat Important |      |      | Not Important |      |      |
|----------------|-----------|------|------|----------------|------|------|--------------------|------|------|---------------|------|------|
|                | N         | %    | NATL | N              | %    | NATL | N                  | %    | NATL | N             | %    | NATL |
| Arts           | 4         | 2.6  | 2.5  | 15             | 9.7  | 3.0  | 42                 | 27.1 | 14.4 | 94            | 60.6 | 82.0 |
| Authority      | 26        | 17.3 | 17.8 | 28             | 18.7 | 28.2 | 51                 | 34.0 | 33.8 | 45            | 30.0 | 20.2 |
| Recognition    | 11        | 7.0  | 6.3  | 34             | 21.7 | 22.3 | 77                 | 49.0 | 37.7 | 33            | 21.0 | 33.7 |
| Political      | 3         | 2.0  | 2.1  | 13             | 8.8  | 6.7  | 61                 | 41.2 | 31.6 | 54            | 48.0 | 59.6 |
| Social Values  | 11        | 7.3  | 5.7  | 43             | 28.4 | 25.3 | 59                 | 39.0 | 45.3 | 38            | 26.2 | 23.7 |
| Family         | 65        | 42.4 | 31.1 | 47             | 29.9 | 41.4 | 17                 | 10.8 | 12.3 | 28            | 17.8 | 15.2 |
| Administration | 9         | 5.9  | 6.6  | 34             | 22.4 | 19.8 | 49                 | 32.2 | 38.4 | 60            | 39.4 | 35.1 |
| Well off       | 13        | 8.6  | 7.1  | 43             | 28.4 | 24.8 | 64                 | 42.4 | 47.3 | 31            | 20.5 | 20.8 |
| Helping others | 25        | 17.2 | 15.0 | 58             | 40.0 | 49.9 | 52                 | 35.9 | 31.2 | 9             | 6.2  | 4.0  |
| Science        | 4         | 2.6  | 2.1  | 11             | 7.1  | 10.2 | 33                 | 21.3 | 24.8 | 107           | 69.0 | 62.9 |
| Writing        | 4         | 2.7  | 2.3  | 12             | 8.0  | 6.7  | 36                 | 24.0 | 20.0 | 98            | 65.3 | 71.0 |
| Artistic       | 16        | 10.7 | 3.4  | 31             | 20.7 | 19.8 | 41                 | 27.3 | 29.8 | 62            | 41.3 | 57.0 |
| Business       | 11        | 9.6  | 3.6  | 27             | 23.4 | 14.2 | 47                 | 40.9 | 28.7 | 68            | 59.1 | 53.5 |
| Environment    | 9         | 6.1  | 4.2  | 26             | 17.7 | 16.6 | 65                 | 44.2 | 52.2 | 47            | 32.0 | 27.0 |

Extra Question: If you were out of school more than a year, what did you fear most upon returning? (Rank from 1 to 6, most important to least important)

| Item               | One |      | Two |      | Three |      | Four |      | Five |      | Six |      |
|--------------------|-----|------|-----|------|-------|------|------|------|------|------|-----|------|
|                    | N   | %    | N   | %    | N     | %    | N    | %    | N    | %    | N   | %    |
| Make friends       | 0   |      | 0   |      | 4     | 4.5  | 13   | 14.7 | 26   | 29.5 | 45  | 51.3 |
| Energy             | 5   | 5.6  | 19  | 21.6 | 24    | 27.2 | 20   | 22.7 | 14   | 15.9 | 6   | 6.8  |
| Registration       | 10  | 11.3 | 12  | 13.6 | 17    | 19.3 | 32   | 36.2 | 7    | 7.9  | 10  | 11.3 |
| Acceptance         | 1   | 1.1  | 0   | -    | 13    | 14.7 | 15   | 17.0 | 40   | 45.4 | 20  | 22.7 |
| Scholastic ability | 31  | 35.2 | 29  | 32.9 | 19    | 21.5 | 5    | 5.6  | 2    | 2.2  | 2   | 2.2  |
| Family             | 39  | 44.3 | 27  | 30.6 | 14    | 15.9 | 4    | 4.5  | 1    | 1.1  | 3   | 3.4  |

1975

# STUDENT INFORMATION FORM

Pierce College, Las Virgenes Campus

The information in this form will provide the Las Virgenes Campus a means of comparing this student body with national norms as an assist to future planning. Please complete and return at the next class session you attend.

Directions: Use dark pencil if possible.  
Erase changes completely.  
Fill in circles completely.

Examples: 0 8

1. Your sex: Male..0  
Female ..0
2. How old will you be on December 31 of this year? (Mark one)  
16 or less..0 26-30.....0  
17.....0 31-35.....0  
18.....0 36-40.....0  
19.....0 41-50.....0  
20-25.....0 51-65.....0  
65 +.....0
3. What year did you graduate from high school?  
1974.....0  
1973.....0  
1972.....0  
Other (fill in date): \_\_\_\_\_  
Took G.E.D. test.....0  
Never completed high school...0
4. What was your average grade in high school? (Mark one)  
A..0 B-..0  
A-..0 C+..0  
B+..0 C..0  
B..0 D..0
5. Are you enrolled as a:  
(Mark one)  
Full-time student...0  
Part-time student...0
6. Since leaving high school, have you ever taken courses for credit at any other institution?  
(Mark all that apply)  
No.....0  
Yes, at junior coll....0  
Yes, at 4-year college.0  
Yes, at other type school  
(vocational, tech,).0

7. What is the highest academic degree that you intend to obtain?  
None.....0  
Associate (A.A.).....0  
Bachelor's (B.A., B.S.)..0  
Master's (M.A., M.S.)..0  
Ph.D. or Ed.D.....0  
M.D., D.O., D.D.S.....0  
LL.B. or J.D. (law)....0  
B.D. or M.Divinity.....0  
Other.....0
8. In round numbers, what is your best estimate of your total family income last year before taxes?  
\$ \_\_\_\_\_
9. What is the highest level of formal education obtained by your parents?  
(Mark one each) Father Mother  
Grammar school.....0.....0  
Some high school.....0.....0  
High school grad.....0.....0  
Technical, vocational..0.....0  
Some college.....0.....0  
College degree.....0.....0  
Some grad school.....0.....0  
Graduate degree.....0.....0
10. Which applies to you? (Mark one)  
Presently married.....0  
Presently engaged.....0  
Seeing one person only.....0  
Seeing several persons.....0  
Not dating recently.....0

Las Virgenes Campus Study - 2

11. Most people identify with (feel they have a great deal in common with) a lot of different groups. But they identify more with some groups than with others. How strongly do you identify with each of the following groups?

(Mark one in each row. Strongest is 1, least is 4) 1 2 3 4

People who live in my community.....0 0 0 0  
People of my religion.....0 0 0 0  
People of my sex.....0 0 0 0  
People of my race.....0 0 0 0  
People of my generation...0 0 0 0

12. Rate yourself on each of the following traits as you really think you are, compared with people your own age. (Mark one for each trait. Highest 10% is 1; Above average is 2; Average is 3; Below average is 4)

1 2 3 4  
Academic ability.....0 0 0 0  
Athletic ability.....0 0 0 0  
Artistic ability.....0 0 0 0  
Drive to achieve.....0 0 0 0  
Leadership ability.....0 0 0 0  
Mathematical ability.....0 0 0 0  
Originality.....0 0 0 0  
Attractiveness.....0 0 0 0  
Self-confidence  
(intellectual).....0 0 0 0  
Self-confidence (social)..0 0 0 0  
Understanding of others...0 0 0 0  
Writing ability.....0 0 0 0  
Sensitivity to criticism..0 0 0 0  
Stubbornness.....0 0 0 0  
Public speaking ability...0 0 0 0  
Mechanical ability.....0 0 0 0

13. How would you characterize your political views? (Mark one)

Far left.....0  
Liberal.....0  
Middle-of-the-road.....0  
Conservative.....0  
Far right.....0

14. What is:

M - Your mother's occupation

F - Your father's occupation?

Y - Your future occupation?

(Mark three: one M, one F, one Y. If parent is retired or deceased, indicate last occupation.)

Accountant or auditor.....M.F.Y  
Architect, planner.....M.F.Y  
Artist.....M.F.Y  
Business: banker, finance..M.F.Y  
Business: buyer.....M.F.Y  
Business: Administration..M.F.Y  
Business: Owner.....M.F.Y  
Business: Advertising.....M.F.Y  
Business: Public Relation..M.F.Y  
Business: Sales.....M.F.Y  
Carpenter.....M.F.Y  
Clergy, religious work....M.F.Y  
Clerical worker.....M.F.Y  
Commercial artist, designer,  
decorator.....M.F.Y  
Computer programmer.....M.F.Y  
Construction worker.....M.F.Y  
Counselor.....M.F.Y  
Dentist, orthodontist....M.F.Y  
Draftsman.....M.F.Y  
Driver: truck, taxi, bus...M.F.Y  
Electrician.....M.F.Y  
Engineer.....M.F.Y  
Factory worker.....M.F.Y  
Farm, ranch worker.....M.F.Y  
Farm, ranch owner.....M.F.Y  
Foreman.....M.F.Y  
Forester.....M.F.Y  
Government official.....M.F.Y  
Home Economist.....M.F.Y  
Homemaker, full-time.....M.F.Y  
Lawyer or judge.....M.F.Y  
Librarian, archivist.....M.F.Y  
Laborer, unskilled.....M.F.Y  
Law enforcement officer...M.F.Y  
Mathematician.....M.F.Y  
Mechanic, machinist.....M.F.Y  
Military, career.....M.F.Y  
Nurse.....M.F.Y  
Optometrist.....M.F.Y  
Performing artist.....M.F.Y  
Pharmacist.....M.F.Y

Las Virgenes Campus Study - 2

14. (continued)

Physician, surgeon.....M.F.Y  
 Psychologist.....M.F.Y  
 Scientific researcher.....M.F.Y  
 Private household worker..M.F.Y  
 Service worker.....M.F.Y  
 Skilled tradesmen.....M.F.Y  
 Social worker.....M.F.Y  
 Teacher, administrator:  
     college, university....M.F.Y  
 Teacher, administrator:  
     high school.....M.F.Y  
 Teacher, administrator....M.F.Y  
     elementary  
 Educator, other .....M.F.Y  
 Technician, health.....M.F.Y  
 Technician, other.....M.F.Y  
 Therapist, physical, speech,  
     occupational.....M.F.Y  
 Veterinarian.....M.F.Y  
 Writer, journalist.....M.F.Y  
 Other occupation.....M.F.Y  
 Unemployed.....M.F.Y  
 Undecided.....M.F.Y

15. If you are in or preparing for a career, which of the following are important to you in your long-term choice of a career occupation?

(Mark one in each row.  
 V - Very important  
 S - Somewhat important  
 N - Not important.)

Job openings available....V.S.N.  
 Rapid advancement.....V.S.N.  
 High earnings.....V.S.N.  
 Prestigious occupation....V.S.N.  
 Personal independence....V.S.N.  
 Steady progress possible..V.S.N.  
 Personal contribution to  
     society.....V.S.N.  
 Can avoid pressure.....V.S.N.  
 Can work with ideas.....V.S.N.  
 Can help others.....V.S.N.  
 Able to work with people..V.S.N.  
 Interest in the field.....V.S.N.

16. Indicate the importance to you personally of each of the following:

(Mark one for each item.  
 E - Essential  
 V - Very important  
 S - Somewhat important  
 N - Not important )

Becoming-accomplished in one  
     of the performing arts...E.V.S.N.  
 Becoming an authority in  
     my field.....E.V.S.N.  
 Receiving recognition from  
     colleagues in my field...E.V.S.N.  
 Influencing the political  
     structure.....E.V.S.N.  
 Influencing social values....E.V.S.N.  
 Raising a family.....E.V.S.N.  
 Having administrative responsibility  
     for work of others.....E.V.S.N.  
 Being very well off .....E.V.S.N.  
 Helping others who are in  
     difficulty.....E.V.S.N.  
 Making a theoretical contribution  
     to science.....E.V.S.N.  
 Writing original works.....E.V.S.N.  
 Creating artistic work.....E.V.S.N.  
 Being successful in a business  
     of my own.....E.V.S.N.  
 Being involved in programs to  
     clean up the environment.E.V.S.N.

UNIVERSITY OF CALIF.  
LOS ANGELES

Las Virgenes Campus Study - 4

FEB 10 1978

CLEARINGHOUSE FOR  
JUNIOR COLLEGES

17. Mark one in each row:  
1 - Disagree strongly  
2 - Disagree somewhat  
3 - Agree somewhat  
4 - Agree strongly

The Federal government is not doing enough to control environmental pollution.1,2,3,4  
The Federal government is not doing enough to protect the consumer from  
faulty goods and services.....1,2,3,4  
State and Federal government should help college students with more grants  
instead of loans.....1,2,3,4  
There is too much concern in the courts for the rights of criminals.....1,2,3,4  
People should not obey laws which violate their personal values.....1,2,3,4  
As long as they work hard, people should be paid equally regardless of  
ability or quality of work.....1,2,3,4  
The activities of married women are best confined to the home and family.....1,2,3,4  
A couple should live together for some time before deciding to marry.....1,2,3,4  
Parents should be discouraged from having large families.....1,2,3,4  
If two people really like each other, it's alright for them to have sex even  
if they've known each other only a short time.....1,2,3,4  
Women should receive the same salary and opportunities for advancement as  
men in comparable positions.....1,2,3,4  
Wealthy people should pay a larger share of taxes than they do now.....1,2,3,4  
Marijuana should be legalized.....1,2,3,4  
Large political campaign contributions from wealthy individuals should be  
outlawed.....1,2,3,4  
Realistically, an individual can do little to bring about changes in our  
society.....1,2,3,4  
Compared to most older people in their forties and fifties, young people these  
days are more idealistic.....1,2,3,4  
Young people these days understand more about sex than most older people.....1,2,3,4  
College officials have the right to regulate student behavior off campus.....1,2,3,4  
Faculty promotions should be based in part on student evaluations.....1,2,3,4  
College grades should be abolished.....1,2,3,4  
Colleges would be improved if organized sports were de-emphasized.....1,2,3,4  
Student publications should be cleared by college officials.....1,2,3,4  
College officials have the right to ban persons with extreme views from speaking  
on campus.....1,2,3,4  
Students from disadvantaged social backgrounds should be given preferential  
treatment in college admissions.....1,2,3,4  
Most college officials have been too lax in dealing with student protests  
on campus.....1,2,3,4  
Open admissions (admitting anyone who applies) should be adopted by all  
publicly supported colleges.....1,2,3,4  
Even if it employs open admissions, a college should use the same performance  
standards in awarding degrees to all students.....1,2,3,4

18. How many years since you last attended school (before Fall semester, 1974)? \_\_\_\_\_

19. If you were out of school more than a year, what did you fear most about  
returning? (Rank order from 1 to 6, most important to least important)

- \_\_\_\_\_ Making friends  
\_\_\_\_\_ Having enough physical energy  
\_\_\_\_\_ Unfamiliarity with college registration system  
\_\_\_\_\_ Being accepted by other students  
\_\_\_\_\_ Being unable to keep u scholastically  
\_\_\_\_\_ Interference with work or family responsibilities